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ABSTRACT

Effective curriculum development should be based on our beliefs about how human beings can best learn and develop in a rapidly changing social and physical environment. The practices at two San Diego schools, Valhalla High School and Baker Elementary School, that provide humanistic environments include having every high school pupil known well by at least one faculty member; staff, parents, and pupils working together as a team; cross-discipline courses; and a course in social living. Other practices that could help schools become more humane are functioning curriculum development and inservice education programs, personalized learning, and letting students help set the classroom goals and engage in problem-solving. Organizing practices such as interdisciplinary learning, cross-age teaching, bringing the community into the schools, and life-long learning also help schools become more humane. The appendix lists papers and other source material and a selected bibliography categorizes material under headings of books, articles, general magazines, and tapes. (Author/MLF)

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PROMISING WAYS TO HUMANIZE THE LEARNING ENVIRONMENT

Transcribed and edited from
a talk given by Robert S. Gilchrist,
Professor of Education,
United States International University,
San Diego, California,

at
American Association of School Administrators Convention
in
Atlantic City,
February 21, 1976

Last night I saw a friend of mine, Mel Barnes, who works with Scholastic. After he heard that I was going to give this talk, he said, "Have you seen the New York Times editorial page this morning with a statement by Dr. Kenneth Keniston, Professor of Human Development at M.I.T.?" I said "No." This morning the article was in my mailbox, and I want to paraphrase a few paragraphs from it. He says that while our children seem to be having lots of family problems, we are also witnessing a growing emphasis on a return to the 3 R's, traditionally taught. Children are being evaluated almost exclusively by their capacities to do well on tests of I.Q., reading level, and math computation. These are pretty strong words from a most respected person. Then he says, "and all of this is happening while we profess to the human qualities that we say we value most: caring, imagination, resourcefulness, cooperation and moral commitment."

Now I wasn't big enough to play football in high school, but I did play in college and once we won a game in the last minute though two touchdowns behind. I feel like education is in the last part of a fourth quarter. H. G. Wells once said, "Civilization is a race between catastrophe and education." I think education is losing. I believe there are young people who see that what they got in school wasn't what they should have gotten. There are many citizens like the chairman of Common Cause, John Gardner. There are many educators genuinely concerned to humanize our schools. A combination of committed youth, citizens, and educators, excited about the possibilities of education, could develop more understandings among people generally for humanizing the schools.

But the trouble is most of us aren't risk takers. Most of us want to do something only if it doesn't threaten our security. Then too, America's number one value, I believe you will agree, is money. We haven't even talked very much about putting any other value above the dollar. I doubt, if a poll were taken, that providing a total environment which gives greatest promise to enable the individual to realize his potential would approach making money as a value.

You may not have the opportunity to raise questions or to express your point of view at this meeting due to limitations of time. [I plan to be in the AASA tomorrow and Monday from 11:30 a.m. to 1:00 p.m. I shall be happy to talk with any of you, to exchange ideas more completely, and to tell you to whom to write for more information on a particular practice. I can also show booklets and other supporting material which I brought to Atlantic City with me.—See Appendix of this paper.]

I am not citing promising practices from all over the country. With only a few exceptions, every practice that I will mention I know about first hand. I'm fortunate enough in the university where I teach to work with interns out in the schools. This first hand opportunity to observe practices keeps me, I hope, from becoming "ivory towered." You do need to know my thinking or rationale in order to react to the practices that I will be mentioning as promising. My philosophy and yours may differ. I shall briefly state my theoretical framework. [If you during the discussion period wish to discuss the rationale further I have a set of transparencies which may be helpful.]

Whoever made up this title was really smart. If I am to follow my assignment I must emphasize practices. I can't talk about teaching. The emphasis is on learning. Did you ever hear a teacher say, "I'm doing ok, but the pupils are lazy and that's why learning isn't taking place?" But this is the learning environment we are to discuss this afternoon.

In theory, I believe we should have an understanding of three different, yet related, interacting, constellations. The first of these (see Figure 1), emphasizes the importance of four interacting processes--planning, programming,

CONTINUOUS CURRICULUM DEVELOPMENT

INVOLVES

FOUR INTERRELATED PROCESSES

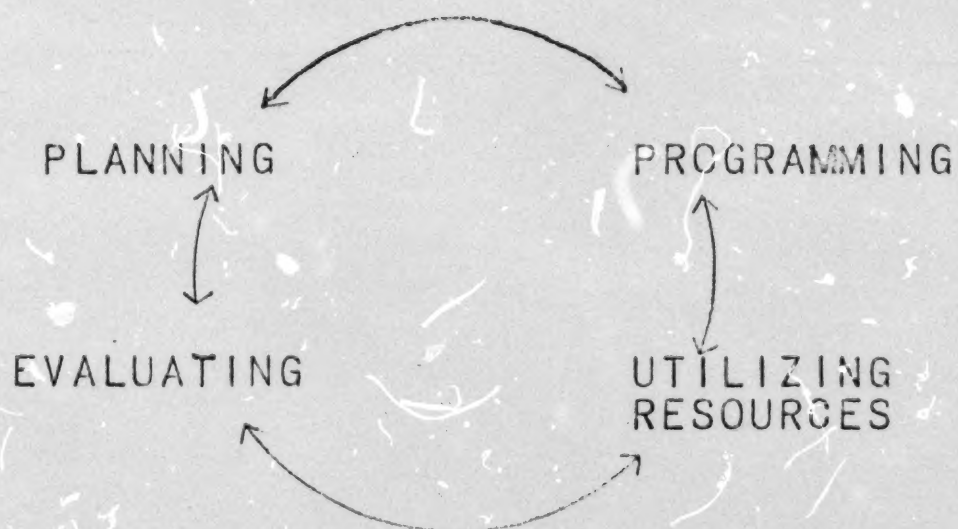


Figure 1

utilizing resources, and evaluation. Tyler talked about these interacting processes in his curriculum book which was written in 1949. I think most of us spend far too much of the time in programming. And when we back up to planning, either to make a needs assessment, or to set goals, we make it an academic exercise. When we utilize resources we send in a requisition to the business department. Not too many people ever really make use of the community resources. How often is someone from the community brought to the school because that person is a much better resource than you can buy through the business office? We seldom evaluate in relation to all the goals we purport to believe important.

These interrelated processes are crucial. Their superficial use in some systems approaches (such as PPBS) is discouraging. Many an educator in using these processes behaves like "a dog chasing its tail." Too often, we do not, in determining goals or deciding on the kind of opportunities we should provide for learning, examine the nature of human beings. Many of us jelled our learning theory when we were in college and are still practicing in terms of it. For me, what I learned back in the twenties and thirties is outmoded. Today we have rich research and writings to which we can turn. Some of them are mentioned in the bibliography at the end of the presentation. Why don't we have much more dialogue about the nature of us human beings and how we grow and develop?

Figure 2 reminds us of the interrelated parts of the human organism. Far too many of us have been concerned about only one of these phases of the human being--the intellectual. I am concerned that many teachers and administrators by their actions seem to want the youngsters to check everything about their physical and emotional selves in their lockers and just come into the classroom with their intellects. If you are a McGregor reader, you know his theory X and theory Y. Theory X says that you and I are born lazy. The only way to make anything out of us is to punish and reward us. Theory Y proposes that a human being has something inside--a curiosity. Maslow calls it homeostasis. Most of us recognize that a baby has this natural curiosity. You've seen a child reaching out and exploring. He is constantly upsetting his equilibrium, sometimes falling, but finally satisfying his curiosity. He then seems secure in returning to a position of balance but only momentarily. Soon he becomes curious about something else in his environment, either people or material things. Actually all our lives, except to the degree we are stifled, we are capable of positive growth. You can see that I believe in theory Y.

The third figure reminds us that we can't be separated from the environment in which we live--both people and our physical surroundings. Schools do provide for study of our culture and the culture of other peoples. Most of our curriculum, however, is made up of trying to help students understand the culture of the past. We do have to make up our minds: are we supposed to be helping people in school learn to cope with the problems of their present living and the foreseeable future or are we only to acquaint them with the culture we now have? I think we ought to be providing experiences to help cope both with the here and now and the foreseeable future. We, of course, can capitalize on the past in trying to improve living today and for tomorrow. Citizens, of course, should be centrally involved in the basic planning which should occur as to the role of the schools. Since learning is recognized as possible and important from the cradle to the grave, there certainly is nothing wrong with school leaders, in concert with citizens, planning opportunities for all those interested to be involved in the very important discussion and study of determining education for both the young and the adults.

Figure 4 is designed to show that curriculum development, with its four interrelated processes, to be effective should be based on our beliefs about human beings, how they can best learn and develop in a rapidly changing social and physical environment.

UNDERSTANDING THE NATURE OF

HUMAN BEINGS

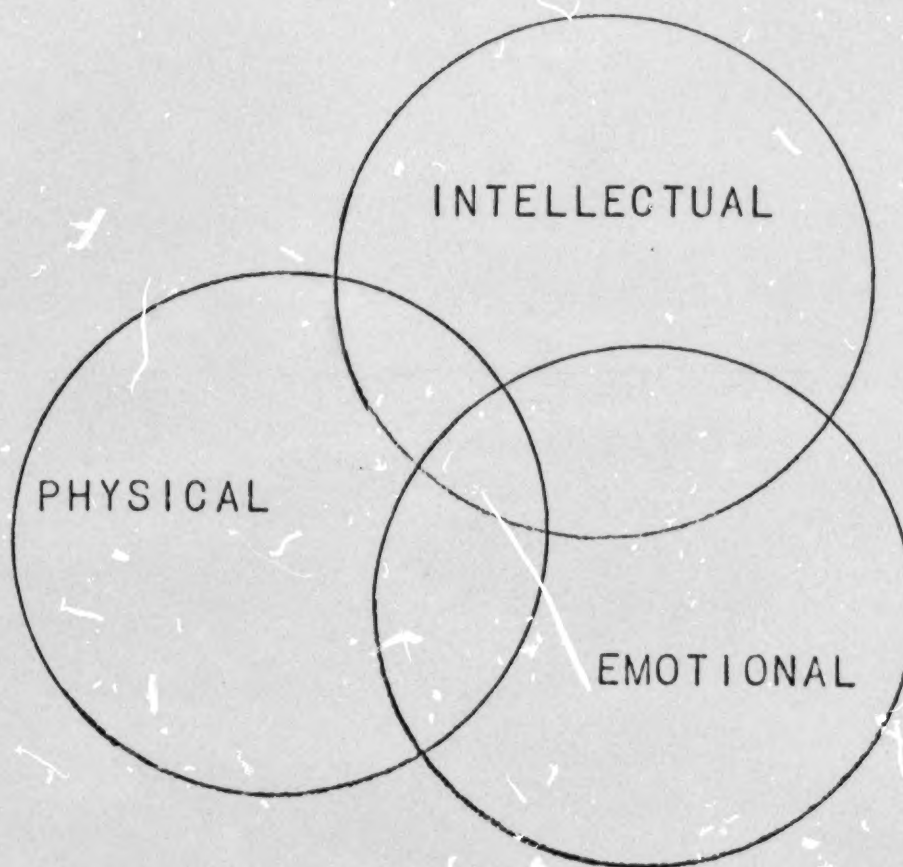


Figure 2

UNDERSTANDING
THE PHYSICAL AND SOCIAL ENVIRONMENT
IN WHICH
HUMAN BEINGS
LEARN AND DEVELOP

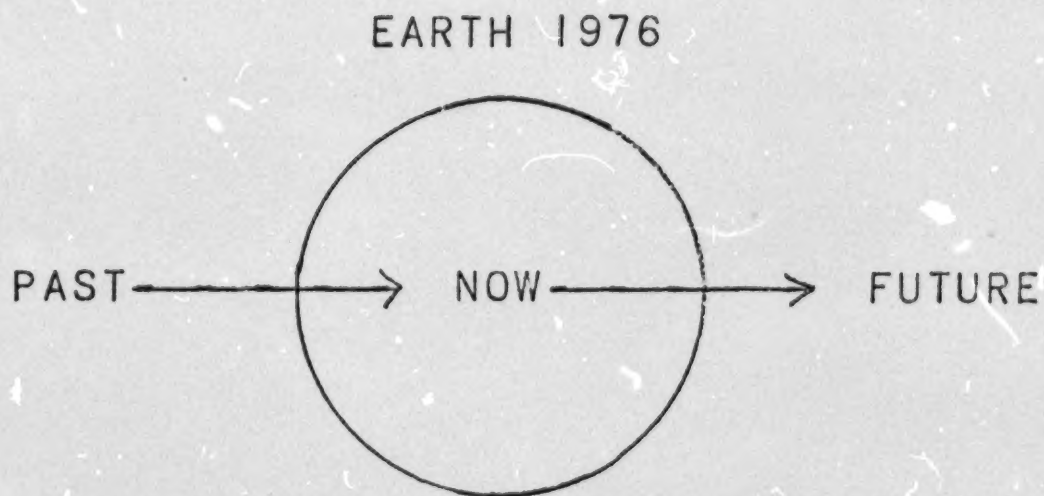


Figure 3

THREE BASIC CONSIDERATIONS

FOR DEVELOPING

A HUMANIZING LEARNING ENVIRONMENT

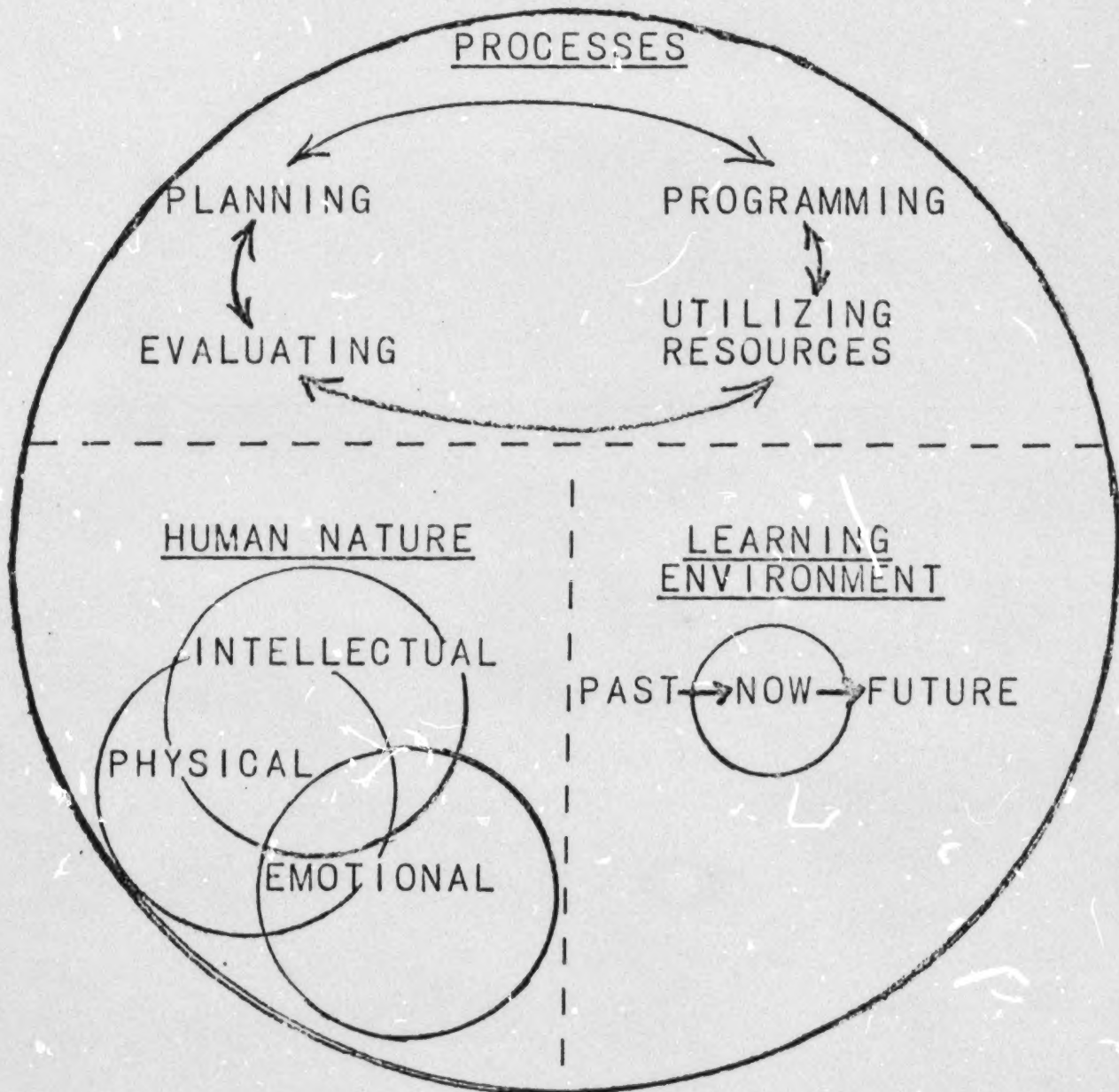


Figure 4

School-wide Promising Practices

Now I would like to talk about two schools that I think are going "all out" to provide humanistic environments; then I will speak more specifically on several humanizing practices in various schools.

I want to talk first about Baker Elementary School in San Diego, which Dr. Jack Price, Assistant Superintendent of the San Diego School System, told me I ought to visit. Baker School's pupil population has 82.9 percent Blacks, 13.3 percent Spanish surname, 1.4 percent Caucasian, 0.5 percent Asian, and the remainder from other ethnic groups. The principal, Mr. Harry Miller, told me that even though some people from outside the school believe that they could have the kind of school that Baker is if they had extra money, it is his opinion that there is something more basic than the money which causes Baker to be a fine environment for human beings. (The school does have regular Title One and Early Childhood Education funds.)

Mr. Miller believes the school to be outstanding because of the staff, the parents, and the pupils, and their intense efforts to work together as a team. A project which was started four years ago is called PST—parent, student, teacher. An announcement was placed in a San Diego school bulletin indicating that Baker School would be staffed with a principal and teachers selected on the basis of their respect for human beings as well as their teaching ability.

The goal is that learning experiences be relevant to the needs of the students. Parents are primarily responsible for setting up goals. Teachers work with parents as these general goals are made more specific for the guidance of individual teachers and pupils as they set up learning objectives. The parents are, therefore, in an excellent position to discuss and understand evaluative evidence of growth. One parent-teacher conference and use of the regular San Diego elementary evaluation form twice during the year constitutes the reporting system.

Now I want to discuss a high school in the Grossmont District, San Diego County—Valhalla High School. The students had the opportunity to name it with the word originating from Norse mythology meaning "Hall of Chosen Ones."

Perhaps the most significant feature about Valhalla is that in the spring of 1969 the principal, Dr. George Benson, and planning committees of teachers, parents and students were appointed. The following statement is found in the Dedication and Open House program leaflet:

Valhalla High School is a bold and coordinated expression of what education should provide to students facing the twenty-first century. A team of some of the district's best teachers identified and put together the basic concepts of the instructional program, and thereafter worked closely with the architect to provide the structure, the space, and the conditions for this program to achieve its freest expression.

Valhalla recently celebrated its first birthday. It has its problems, of course. The enrollment now is twenty-one hundred; the building was constructed to accommodate sixteen hundred. The faculty in "going all out" to provide for a humanizing learning environment are working up to the limit of their capacities. They believe in the program so thoroughly that they do not want to let it "slip back into traditional ruts."

In visiting the school I was impressed with many significant practices. Let me name a few. Every high school pupil is known well by at least one faculty member. Each teacher has about thirty students—one-fourth from each grade level, nine to twelve. Three-fourths of the class and the teacher can help new students each fall become oriented to the school and its traditions. Jo Ann Smith and two other counselors coordinate the guidance program, provide for

staff development, and are available for referral on difficult cases. Few would deny that every high school youngster deserves to have someone on the faculty who knows him well. Yet how many high schools do you know about in which the coach knows some students well; the drama teacher, others; the assistant principal for discipline, others: yet there are many, many individuals who are not outstandingly good or bad—and, therefore, are not known by any staff member.

Another promising practice which is followed not only at Valhalla but throughout the Grossmont High School District is a course in social living. This year-long course is required (most students take it in the tenth grade) unless parents write a letter asking that their boy or girl not take it. The staff know that they are coping with live problems and that they must do well or conservatives may pressure to do away with the course. I am proud to know a district that has senior high schools which have such a course in social living. It's helping people live here and now, and get ready for more effective living tomorrow.

Valhalla has cross-discipline courses: ninth-grade Humanities (a combination of English and social studies), American Studies in the tenth grade, and American Humanities in the eleventh grade. The staff is trying to provide individual progress plans in so far as possible in all classes. An individual is supposed to be evaluated in terms of criterion-referenced norms. In other words, growth is the basis for evaluation rather than comparison to others.

Staff and Program Development

There are some districts, and yours may be one of them, that have some very humane experiences available for boys and girls. If so I feel certain that you have a live curriculum development and inservice education program. The superintendent obviously has an important role of leadership in determining whether his school system is concerned about curriculum development. Certainly it is appropriate in a meeting for superintendents to remind ourselves that the superintendent has tremendous influence on whether the curriculum development program is effective. A superintendent in our area spoke to one of my classes recently. His major emphasis was "Place the power as near to the learner as possible." Have the teachers let the pupils in on the secrets of what curriculum units are being considered? They become motivated to learn if they have a role in setting goals. At a principal's meeting he let the teachers in on what the agenda ought to be. The superintendent I mentioned tries to "practice what he preaches" at a superintendent's meeting by letting the principals in on determining the agenda rather than "running the show" himself.

It is obvious that if a school wants to become more humane that there must be a staff development program in which the faculty can "run real fast" to keep up with the new knowledge we need to know and the new skills we should acquire. Some people call the research and development program of the district by which it tries to keep up to date "Curriculum Development"; some call it "Inservice Education"; some call it "Staff Development"; some call it "Program Development"--whatever its name certainly we can agree on its importance. One of our biggest problems is that not all of us are "turned on equally" and it takes somebody turned on quite a bit to want this opportunity to understand new insights and to develop new skills. It takes a superintendent and school board who will put some money in the curriculum development budget.

The Department of Education of San Diego County, with the leadership of Dr. Tom Davies and Dr. Glen Pierson, has a very fine program of inservice opportunities for the schools of the county. Specific programs currently being carried on include the following: "Equal Opportunity in the Classroom," "In-service in Individualized Instruction," and "Teaching Interpersonal Social Skills." The university where I teach, United States International University, has a program for bachelor degree graduates who want to attain a California teaching certificate and therefore must have their fifth year. These fifth-year students do not have courses on our campus. They are out in the schools all of the time. The psychology teacher and teachers of other foundation and methods subjects have to go to the school to hold their seminars. Student teachers have been in the classroom observing and teaching the entire day. They have been with real live pupils. The seminar, therefore, is based on meaningful questions. In the College of Education the Master's Degree program has as its central theme The Nature of Human Beings. In the graduate school where you can qualify for a credential to be a superintendent, supervisor or curriculum coordinator, you take eight cross-disciplinary courses, such as Human Nature and Behavior, Self Discovery and Phenomenal Field, Value Dynamics and Ideologies—I won't read them all. We have cooperative relationships with public schools: internships and field experiences as well as opportunities for individuals to write their dissertations on problems of real concern to them and their districts.

Wouldn't it be great if public school educators could be on the faculty of the teacher education institution occasionally! Likewise the teacher education institution faculty member might well work in the public schools once in a while. And then we would all be able to do our jobs better. Do you know of any place where this is happening?

Under the Washington State Superintendent of Instruction, Dr. Don Hair, Assistant Superintendent, Curriculum and Instruction, with his staff, is engaged in a program called "Instructional Theory into Practice." They often have Dr. Madeline Hunter from UCLA as a keynote speaker at workshops. School people throughout the state are involved in this ongoing program. The superintendents through AASA have their National Academy for School Executives (NASE). In California we have The Association of California School Administrators (ACSA) for all educators who are released from classroom teaching in order to give leadership and help to teachers.

I have discussed some promising practices in staff development but I am pessimistic. Too many school systems are on "dead center" in their curriculum development. Too many teacher education institutions are out of touch with reality. When budget cuts are made research and development is often slashed first.

Person-Centered Learning

Now I want to discuss humanizing practices in the learning environment. I am glad that I have lived to see the day that some teachers and administrators have quit putting pupils in classes and then introducing a few variations to take care of the real bright pupils and the real slow ones. There are many schools that now are trying to start with the individual pupil. The term "individualized learning" is used. I'm hesitant in using it because many people seem to think individualized learning means that each pupil spends his day pursuing learning materials, utilizing various technological machines, on an individual basis without opportunity for group experiences. Personalized learning has a deeper implication and possibly is a term that can emphasize that some learning should be on an individual basis while other learning lends itself to being a member of a group.

The one-to-one relationship at Valhalla is person-centered. Two of our Ph.D. graduates, Lois and Herbert Abrams, have written two booklets. One is "Humanizing the Teacher-Student Relationship." They have already sold 7,000 copies of this very practical booklet to help teachers learn how to work with pupils in individual conferences. This couple wrote another booklet, "The Student-Teacher Relationship." In the second booklet, they discuss how students can become responsible for the kind of school they attend—making it a better school through their efforts.

When a school provides for some adult to know each student well, it will then want to extend the idea into the home. There ought to be somebody at home who is a good teacher. We know the home is more significant in its affecting children than the school. There is some fine work going on in parent education. I have some material with me which Dr. Gilda Servetter prepared to describe her project in the South Bay Union District in San Diego County. She used the material which Thomas Gordon has developed. I visited her when she was working with a group of pre-school mothers. She and the mothers engaged in serious discussion which caused some mothers to think twice about how they were rearing their children. I saw a woman change her thinking on discipline in an hour meeting. At the beginning of the meeting she said that discipline was simple: "You just grab the child by whatever part of his anatomy that is closest to you, and yank him over to you, and then turn him across your knee and burn him up." Then he will remember not to do whatever he was doing anymore." After considerable discussion the mother said, "You know, I see another side to discipline; I'm going to work at what we have been talking about a little harder and not think that immediate punishment for just anything when a youngster gets out of line is the whole answer."

When people are in groups they still are persons; what are we going to do about having them still treated as individuals? We can let them in on the learning act. I'm a thorough believer that youngsters can help set the classroom goals. They can help decide where to find the resources needed to attain the goals and help evaluate. I want to give you an illustration which is in the total realm of the school rather than in an individual classroom. I had never heard of this before and I happen to live in this district. In a Poway high school in San Diego County there is a student curriculum council which meets regularly and whose chairman belongs to the faculty curriculum committee. The recommendations of this student curriculum council are taken seriously. The student council carries on an evaluation for every teacher in the school who elects to be part of the project. [You may wish to look at their report.] Many of the teachers welcome this evaluation and profit from it.

Another aspect of how we can provide for humanizing classroom experiences is to allow the youngsters to clarify their values. If we let them do some problem solving, some inquiring, and if we can make the situation more meaningful, then they are apt to get some good out of it.

One of the promising practices that enthuses me is a program developed by the San Diego Schools that is affective in nature but cognitive in approach. It is "a cognitive means to an affective end." The program is a multidisciplinary program for primary grades to develop multi cultural thinking. It is entitled US: A Cultural Mosaic. The theme of the program is positive self-concept and is based on two underlying concepts: Similarities and Differences. It takes a long look at those things that make us human as our similarities and the ways in which we are different as those things that make us special and unique. There are many ways classrooms can be more personalized and humanized in order that each individual feels more than just one insignificant part of a large group. [I wish time permitted me to relate to you some more of the promising practices about which I have materials on the table.]

Organizing for Learning

If the learning environment is to be humane then organizing becomes important. In the traditional subject field organization it is possible (even though seldom done) to plan first in terms of human beings, then clarify the potential contribution of the subject matter field. A math consultant, Barbara Bethel, in San Diego City Schools, worked with a committee of teachers and other staff members in planning the math program. Different ways that each school can have a say in what they do in math are identified and implemented. The central office becomes a feeder to give them what they need and want rather than merely handing down to them edicts. There are other illustrations from subject fields that are "waking up." I know of two book companies in which the materials seem to have promise from a humanizing standpoint. [You may want to look at these materials at the end of the meeting or tomorrow.]

There are revivals of earlier approaches in organizing for learning and one of them is the inter-disciplinary; back in the thirties we called it Core at the University School of Ohio State; in Minneapolis we called it common learning. World War II killed most of the good things that were going on in the thirties and some people think we must move very quickly or we may not be doing as well now as many educators were doing then. That's a sad thought. There were some fine practices in those days and one of them was units of work in the elementary school. As you well know, spelling, writing, speaking and computing can be utilized while pupils are studying a subject of real interest to them. For example, a group in the North I know about studied cotton. A student moving up from the South brought cotton to class and the motivation for learning was ignited. There is research which indicates more learning which is retained by pupils takes place if the learning environment is an exciting one in which the experiences had meaning for children.

At the secondary level it is sad so many people like to teach only their specialties. We have pupils running around all day long to different departmentalized specialists. Sometimes the English teacher says, "Oh, that is too big a field. I want to teach literature." How many of us lie awake nights worrying about how the pupil will put all this together? Do we expect him to be able on his own to relate subjects to each other? I think we professional adults have an obligation in this realm. Too few schools are concerned about a learning environment where pupils get excited because they relate their classroom experiences to their own needs and interests.

Cross-age teaching is an example of new approaches. There is a teacher, Anne Vondermehden, in a high school district in Grossmont who arranged for her slow learning high school pupils to help some third graders learn to read. The older students were helped to learn how they might help the younger. In the process they learned to read better, as well as the fifth-grade students improving in reading. Over and above the fact that these school pupils started to think that they could amount to something, the younger pupils enjoyed the opportunity to know the older students. The program has been so successful that a second high school class is now working with another elementary group.

There are many new approaches being tried out for reasons that people think are sound. We don't always have to agree with each other. Here's one I want to comment on just briefly but emphatically. I have never heard anyone say they didn't believe in community schools. This concept means bringing the community into the school and it means the community can be the classroom [as in Philadelphia's school without walls, which I'd like to see]. I was fortunate enough to be involved in a community school after only twelve weeks of teacher education. I was the upper-grade teacher in a two-teacher school in a mining town that was snowed in from Thanksgiving to Easter. There were so

many obvious ways that the school and the community could be helpful to each other that it seemed easy to have a community school. The dads provided the lumber and tools for industrial arts. The mothers loaned mattresses to provide for tumbling. Neither children nor adults had been at basketball games; they wanted a gymnasium and they wanted to play basketball. An abandoned house was approved by the tax collector to be converted into a gym and a basketball game was arranged with a junior high school team from a town in the valley. When neither the primary teacher nor I was skilled in a particular activity, it seemed only sensible to call on someone in the community who was more skillful to help out. Is there a possibility that we in our universities and public schools make rigid our ideas as to what constitutes sound education?

We have a state superintendent in California by the name of Wilson Riles. He believes there should be some early childhood education. So he is getting that going. The State of California has had free community college education for years and has always supported adult education as much as kindergarten-14 education. So we have had a concept of life long learning in California. In Missouri it used to be against the law to spend any public funds for adult education. Hutchins, with whom some of us don't always agree, wrote a book on life long learning. I would be really happy if I could find a community which really is honestly trying to be an ideal community for life long learning. Just think, all the adults would be learning all their lives—self-actualizing as Maslow says. They would know enough to provide excellent schools. I get excited about life long learning. I would like to work with a community dedicated to life long learning. I think we must have it or we aren't going to have good education in the future.

Can the Learning Environment Become Humanized?

I stated what I thought in the beginning so I won't say much more. I did major in math. If all of us in this room believe fervently in humanizing education and, if tomorrow each of us convinces one person to agree with us and to start trying to humanize education in his school, then in a very short while the number of people who believe in humanizing education will be tremendous. Let's say that there are a hundred people in the room: tomorrow two hundred will believe in humanizing education. The next day it will be four hundred, the next day eight hundred, the next day sixteen hundred, the next day thirty-two hundred, the next day sixty-four hundred, the next day twelve thousand eight hundred. None of us can ever say, "I am just one little cog in a machine and I can't do much about strengthening education." We each can do something and I think we will not only live more satisfied lives but will die happier if we do our best while we are here.

Appendix

Promising Practices to Humanize the Learning Environment

Note: Some of the following practices were utilized in the discussion period although time did not permit inclusion in the speech. RG

School-wide Promising Practices

"Fountain Valley Elementary Schools": Dr. Michael Brick, Fountain Valley Elementary School District.

Staff and Program Development

Insights and Skills:

"Evaluation—Especially Affective": Norman Ginsburg, Ocean View Elementary School District.

"Teacher Self-Evaluation Through Use of the Video Tape": Richard Helbling, Poway Unified Schools.

Involvement:

"Collective Bargaining": Dana Whitmer, Superintendent, Pontiac, Michigan Schools and AASA President; and Academic Collective Bargaining Information Service, 1818 "R" Street, Northwest, Washington, D.C., 20009.

"Humanists in Government": John Vasconcellos, California State Legislator.

"Joint Committee on Humanizing Our Program": David Czekanski, Rochester, New York Public Schools.

"Parent Involvement and Volunteer Program": William Shupe, Vista Schools.

"Parent Participation in an Elementary School": Mable Wigfall, San Diego City Schools.

Resources:

"Individually Guided Education": Gilbert Johnson, IDEA - Kettering Foundation.

"Pilot Projects - County Funds Awarded District Applicants": David Meaney, San Diego County Department of Education.

"Training for Black and Chicano Administrators": Wes Lloyd, Center for Educational Leadership, Los Angeles.

Personalized Learning

One to One:

"Individualizing a Library Program": Alice Tanner, La Mesa Spring Valley Elementary School District.

Groups:

Learner-teacher Involvement:

"An Environmental Curriculum": Dr. R. P. Littell, Jr., Saddleback College, Mission Viejo.

"Involvement of Student, Parent, and Staff in Evaluation and Grade Reporting": Merle Aleshire, Board of Education, Escondido Elementary District.

Methods and Strategies:

"Clarifying Values - Drugs": Marvin L. Bensley, Coronado Schools.

"Fostering Self-Direction in the Young": Margaret Cormell, San Diego City Schools.

"Values": Joyce Machado, Solana Beach Elementary District.

Affective-Cognitive:

- "Developing Evaluation for Achievement in Relation to All Goals Decided Upon to be Important": James Cox, Testing and Evaluation Division Office of Los Angeles County Department of Education.
- "Enhancing Education Through the Affective Domain": Joyce Axelrod, Cajon Valley Elementary District.
- "Identifying Cognitive Learning Styles": Ira Nicheson, Cajon Valley Elementary District.
- "Love Power - Reducing Prejudice Between Blacks and Whites": Alice Siwundhla, author and lecturer.
- "The Love Project": Arleen Lorrance, author and lecturer.
- "State Standardized Test Effect on the Attitude of Students": John Priesskorn, Superintendent, McFarland Union School District.

Organizing for Learning

In Traditional Subjects:

- "Biology - Inquiry Role Approach": Mid-Continent Regional Educational Laboratory, Kansas City, and Silver Burdett-General Learning Corporation, Palo Alto.
- "Driver Training": James McGlothlin, Escondido Union High School District.
- "Humanizing Influences of the State Language Arts Framework and Some Recently Published Textbooks": Julia M. Gottsman, Language Arts Consultant, Los Angeles County Department of Education.

New Approaches:

- "Alternative Schools and Programs": Charlotte Ryan, San Diego City Schools.
- "An Activity Period in the Elementary School Schedule": Robert Day, Del Mar Elementary School District.
- "Elimination of Minority Isolation": Ray Elmendorf, Los Nietos School District.
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